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AUTHOR Phillips, Kathleen; And Others
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ABSTRACT

The report describes the Chapter 1 Migrant Education Program, implemented for eligible migrants in Wisconsin during the 1982-83 school year and following summer term to improve academic skills and meet special educational needs, and examines program effectiveness using data from annual end-of-project evaluation reports. Included are a summary report and overview of national and state migrant education goals; chapters on identification and recruitment, student participation, staff utilization, staff inservice, parent/teacher consultation, dissemination of information activities, instructional activities, coordination with other programs, and innovative educational projects; appendices of sample project evaluation forms and a commencement address by Noe Musquiz, member of the State Superintendent's Advisory Council on Migrant Education. The report indicates that 14 school year and 17 summer projects served 2,280 students (almost 99% of the projected Wisconsin total); mathematics, reading, and oral English were the major academic offerings; the majority of participants were pre-kindergarten through grade eight students; parents were involved through meetings, classroom and family visits, open houses, and volunteer work; almost 200 school personnel were employed; over 50 local and state organizations were utilized; and almost 50 innovative practices included administrative and student use of microcomputers, swimming instruction, home tutoring, bilingual counseling, field trips, fiestas, and fairs. (NEC)

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Report to

The United States Education Department

WISCONSIN
ECIA CHAPTER ONE
ANNUAL EVALUATION REPORT
FOR MIGRANT PROGRAMS
FISCAL YEAR 1983

The Wisconsin Department of Public Instruction
Division for Instructional Services
Bureau for Program Development
Special Needs Section
ECIA Chapter 1 Migrant Education Program

Herbert J. Grover, State Superintendent

Prepared for:

John T. Benson, Assistant Superintendent, Division for Instructional Services
Arnold M. Chandler, Director, Bureau for Program Development

Myrna M. Toney, Administrator, Special Needs Section

Prepared by:

Kathleen Phillips, Education Consultant, ECIA Chapter 1 Migrant Education
David De Soto, Education Specialist, ECIA Chapter 1 Migrant Education
Barbara Thompson, Education Consultant/Evaluator, ECIA Chapter 1

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Bulletin No. 4396

TABLE OF CONTENTS

Table of Contents ii

List of Tables iii

List of Figures iv

Migrant Education Annual Evaluation Report 1

Acknowledgment 2

Summary Report 4

Overview 5
- National Goals for Migrant Education 6
- State Goals for Migrant Education 10

Chapter 1 Identification and Recruitment 12
- State Education Agency 12
- Local Education Agencies 12
- Expansion of Child Identification 13

Chapter 2 Student Participation 15

Chapter 3 Staff Utilization 20

Chapter 4 Staff Inservice 23

Chapter 5 Parent/Teacher Consultation 31

Chapter 6 Dissemination of Information Activities 36

Chapter 7 Instructional Activities 39

Chapter 8 Coordination with Other Programs 42

Chapter 9 Innovative Educational Projects 46

Appendices
- Appendix A Project Evaluation - Chapter 1 Migrant Education 55
- Appendix B State Superintendent's Advisory Council on 56
  Migrant Education, Recognition Dinner Address 60

LIST OF TABLES

1. Academic Year 1982-83 Student Participation by Site 15
2. Summer School 1982-83 Student Participation by Site 16
3. Projected Number of Migrant Children to be Served, FY83 18
4. Wisconsin Served Migrant Students, FY83 18
5. Comparison of FY82 and FY83 Enrollments 19
6. Staff Utilization of Teachers and Teacher Aides 20
7. Wisconsin Inservice-State Components, FY83 23
8. Wisconsin Program Inservice and Training, FY83 25
9. Parent and Teacher Participation Activities 32
10. Estimated Student Achievement Gains 40

LIST OF FIGURES

1. Geographic Location -- Project Areas Served 17
2. Project Directors, Site Coordinators, and Recruiters--Summer Term 21
3. Project Directors and Recruiters--Regular Year 22
4. Means of Information Dissemination--Regular Year 37
5. Means of Information Dissemination--Summer Term 38

MIGRANT EDUCATION ANNUAL EVALUATION REPORT

This report describes the Chapter 1 Migrant Education Program designed and implemented for eligible Migrant children in the State of Wisconsin during Fiscal Year 1983. The funding for this supplemental instructional program was provided by Chapter 1 of the Education Consolidation and Improvement Act, (ECIA), Public Law 97-35. The program was created for the purposes of improving the academic skills and meeting the special educational needs of eligible Migratory children. The information presented in this report examines the effectiveness of the state program and local projects in meeting the special needs of participating children during the 1982-83 school year and the following summer term. The data for this report came from the annual end-of-project evaluation reports submitted by each of the local project evaluators or directors.

Special acknowledgment is extended to Jeanne Meyer, Migrant Student Record Transfer System Data Entry Operator, and Kathy Anderson, Chapter 1 Migrant typist, who worked with the other members of the Migrant Education staff in making this report possible.

This Wisconsin Annual Evaluation Report is submitted in compliance with the United States Department of Education guidelines.

ACKNOWLEDGMENT

An expression of sincere appreciation is extended by the Wisconsin Migrant Education Section to the following groups for their assistance, recommendations, and participation. Their sincere dedication helped us to develop and implement a successful supplementary education program for children of Migratory workers who come to Wisconsin to obtain temporary or seasonal employment in an agricultural or fishing (natural waters) activity.

- Local Education Agencies
- Cooperative Education Service Agencies
- State and Local Parent Advisory Council(s)
- Wisconsin State Superintendent's Advisory Council on Migrant Education
- Local project staff members and volunteers
- Migrant students and their parents
- Texas Migrant Council, Inc.
- La Clinica de los Campesinos, Inc.
- State Title XX Social Service Agencies
- United Migrant Opportunity Services, Inc. (UMOS)
- Wisconsin Migrant Advocacy Program
- Legal Action of Wisconsin
- University of Wisconsin - Milwaukee High School Equivalency Program (HEP)

SUMMARY REPORT

MIGRANT EDUCATION PROGRAM EVALUATION

FY82-83

The Wisconsin Department of Public Instruction holds the ultimate responsibility for the administration and annual evaluation of the Migrant Education Program. Following is a capsule summary of the major Wisconsin findings:

- During the 1982-83 Migrant Education Project year, 14 School Year Projects and 17 Summer Projects were conducted.

- Of the total number of 2,280 Migrant students served, 34% attended School Year Projects and 66% attended at least a part of the summer classes.

- Mathematics, Reading, and Oral English Language were the major academic offerings.

- Approximately nine out of every ten students were successful in academic achievement during the regular school year and seven out of ten were reported to be successful during the summer term.

- A majority of the students was served in pre-kindergarten through grade eight.

- Parents were involved in the projects both formally and informally.

- Almost 99% of the projected number of Migrant students were actually located, recruited, and served in Wisconsin.

- When comparing the FY82 with the FY83 enrollments, the number was almost identical (2,202 in FY82 and 2,230 in FY83).

- Almost 200 school personnel were employed in the FY83 Chapter 1 Migrant Education Project in Wisconsin.

- The most popular parent-teacher participation activities were Migrant camp home visits, open houses, and local parent advisory council meetings.

- During the 1983 FY, the State Superintendent's Advisory Council met formally seven times. Sixteen official members have been appointed.

- The most popular means of information dissemination were direct personal communication with parents and interested groups; use of brochures, pamphlets, and newsletters; and use of local news media.

- Migrant educators utilized the available services of more than fifty different local and state organizations to complete their work.

- The MSRTS (Migrant Student Record Transfer System) utilized and evaluated the service positively for both educational and health record information.

- Nearly fifty innovative practices were reported by local site evaluators.

OVERVIEW

The educational needs of children of Migratory workers both within the State of Wisconsin and across the nation have been well documented and are evident at every level from early childhood education programs through the secondary schools.

A child was eligible to be counted in Wisconsin as a Migrant child if:

1. The child was a member of an agricultural Migrant or fisher family that moved from one school district to another to obtain qualifying employment in the past 6 years; and

2. The parent or guardian worked directly or had worked directly in crop harvesting, or processing, dairy, poultry, livestock, fish farms, or tree cultivation or harvesting for initial commercial sale or as a principal means of personal subsistence in the past 6 years; and

3. The child had moved in the past 6 years from one school district to another to enable the child's guardian or a member of the child's immediate family to obtain temporary or seasonal employment in an agricultural or fishing (natural waters) activity; and

4. A State Certificate of Eligibility was completed to make a record of the Last Qualifying Move for the eligibility count.

The qualifying employment must have occurred in the U.S.A., District of Columbia, Puerto Rico, or Territories of the United States. Children from infancy through age 20 years without a high school diploma were eligible to be counted if the above guidelines were met. Specific definitions for eligibility were contained in the current Federal Register, Rules and Regulations for the Chapter 1 Migrant education program. Migrant education program services, instruction, or supportive, were

developed cooperatively by the Department of Public Instruction and local school personnel after eligibility had been established and the Applications for local project funding were requested from the Chapter 1 Migrant education program supervisor.

Few Migrant students had completed an academic year in their home-base schools. Many families, mainly from Texas, began their migration during the spring planting season and remained in Wisconsin to complete the fall harvest. Some students attended schools in other states before they returned to their home. Chapter 1 Migrant students needed to adjust to a wide variety of curricula, teaching styles, instructional materials, and instructional settings. Because of the educational interruptions they experienced, it was difficult for Migrant students to profit from the benefits of the regular educational system without Chapter 1 supplementary instruction. In addition to the individualized instructional programs they received, Migrant children profited from Chapter 1 special assistance by growing stronger emotionally, socially, and physically. The magnitude of the educational needs of children from Migratory families may best be noted by the low number of Migrant students who graduate from high schools through the normal route.

It was determined through the needs assessment of the Migrant students that priority areas of instruction would include reading, oral language development and mathematics. Those content areas also were designated by the state directors of Migrant education in conjunction with the Department of Education, Division of Migrant Education, as the target areas for the MSRTS Skills-Based Information System.

National Goals For Migrant Education*

Legislation Mandate for the Federal Program:

The Migrant Education Program is designed to provide supplementary services to meet the special educational needs of Migratory children. Programs and projects must be coordinated with similar programs and projects in other states, including the transfer of the school records of the Migratory children.

Adopted National Goals for Migrant Education:

Goals for the national Migrant education program are based on legislative mandates to establish or improve supplemental programs of instructional and supportive service for the children of Migratory workers in agriculture and fishing. The mobility of Migratory children requires agreement among states in the development of comprehensive national goals. Each state is responsible for developing a state plan for Migrant education which reflects the national program goals in order to assure educational continuity through coordination of programs and projects among the states. Local project objectives provide a base for project activities which fulfill state objectives and national goals.

*Taken from the brochure prepared by the Dissemination Committee of the National Association of State Directors of Migrant Education, 1981.

The national goals for Migrant education are to be used to assist the states in the development of their individual plans for Migrant education and in keeping with requirements of the Migrant program regulations. The national program goals are extremely important in assuring educational continuity and coordination. Individual state situations (grant size, state needs assessment, etc.) are the determining factors as to the degree of implementation, priority and emphasis to be placed on the goals.

The national goals as outlined below address specific regulation requirements for:

- Specifically-designed curricular programs in academic disciplines based upon Migrant children's assessed needs.
- Success-oriented academic programs, career options and counseling activities and vocational skill training that encourage Migrant children's retention in school and contribute to success in later life.
- Communication skills programs which reflect Migrant children's linguistic and cultural backgrounds.
- Supportive services that foster physical and mental well-being, when necessary for Migrant children's successful participation in the basic instructional programs, including dental, medical, nutritional, and psychological services (116d.38).
- Programs developed through interagency coordination at the federal, state, and local levels (116d. 39(e)).
- Component for meaningful Migrant parent involvement in the education of their children and in which the cooperative efforts of parents and educators will be directed toward the improvement of the Migrant children's academic and social skills (116d.31(6)).
- Staff development opportunities that increase staff competencies in the cognitive, psychomotor, and affective domains (116d.31(4)).

- A component to properly identify and enroll all eligible Migrant children (116d.12), (116d.37), (116d.35(c)).
- Preschool and kindergarten programs designed to meet Migrant children's developmental needs and prepare the children for future success (116d.31(a)).
- Development, evaluation and dissemination of information designed to increase knowledge of:
  - A. program intent;
  - B. intra-and interstate program development;
  - C. contribution of Migrants to the community; and
  - D. total effect of the program (116d.31(9)).
- The assurance that sequence and continuity will be an inherent part of the Migrant child's total education program through:
  - A. the development of a system which should facilitate the exchange of methods, concepts, and materials; and
  - B. the effective use of the MSRTS component for inter- and intrastate communication in the exchange of student records (116d.31(7).

Adopted: May 1979

Symbolism of the Logo:

The logo for Migrant education displayed on the cover of this annual evaluation report is used in a number of ways in Wisconsin--lapel pins, newsletters, conference announcements, and numerous reports.

Background:

The logo for migrant education was introduced at the 1974 National Conference on Migrant Education. The migrant education logo was designed using symbols for the various aspects of a migrant student's life and education.

A Field:

Migrant students are generally well acquainted with land containing rows of drops stretching toward the horizon. The converging lines at the bottom of the migrant education logo represent those fields. Therefore, those lines are also symbols of that portion of a migrant student's life and education associated with the productivity and the hard labor of farm work. In the color version of the logo, the **field** is green.

A Book:

Although a great deal of a migrant student's education takes place in the fields, the classroom is the place where the important academic learning originates. Most of that classroom learning is associated with books. In other words, the fields must at sometime be replaced by books for the migrant student to prepare most successfully for the future. Therefore, the **field** in the logo also represents a partially opened book, seen from the top. The **furrows** are the pages of the book.

The Sun:

The pages of the **book** and the rows of **crops** lead to a blank horizon, as study and hard work lead to a future of wide-open possibilities. The yellow half circle above the horizon is a representation of the sun. The sun represents not only the hot sun associated with work in the fields, but also the bright light of knowledge and success waiting the student who is allowed to earn an education.

State Goals for Migrant Education

In order to respond to the national goals for Migrant education with maximum effectiveness and to meet the specific needs of Migrant children during their temporary residence in Wisconsin, the FY83 State Plan narrative and financial statements outlined the objectives and need for assistance, results or benefits expected, and the approach(es) to be utilized. The State Plan referred to the following items as components to be reported and evaluated. These components are contained in the FY83

State Goals for Wisconsin Migrant Education and followed the various parts of the Project Evaluation Form PI 1739 (See Appendix A).

I. Identification and Recruitment

II. Student Participation

III. Staff Utilization

IV. Staff Inservice

V. Parent/Teacher Consultation

VI. Dissemination of Information Activities

VII. Coordination with Other Programs

VIII. Instructional Activities - Needs Assessment

IX. Innovative Practices

These components are discussed in the body of this report.

Chapter 1
Identification and Recruitment

State Education Agency:

Wisconsin Chapter 1 Migrant Education Program recognized the need to identify and enroll all eligible currently and formerly Migratory students in an educational program in the school district where they resided.

A coordinator of identification and recruitment was employed by the Department of Public Instruction to oversee activities throughout the state. This coordinator provided technical assistance to local project directors. Statewide inservice programs for local identification and recruitment staff members were held in June, before the summer projects began in August and September, to coincide with the start up of the school year projects. Local projects were provided with information in four ways:

1. How and where to contact employers of Migrant workers;
2. How to identify Migrant housing areas;
3. How to meet federal eligibility requirements for Chapter 1 ECIA (Education Consolidation and Improvement Act) Migrant services; and
4. How to complete the Wisconsin Chapter 1 Migrant Eligibility forms.

Local recruiters were knowledgeable about Migratory labor and had the ability to communicate effectively with Migrant parents.

Local Education Agencies:

Every summer project and those school year projects which were of substantial size (serving at least ten students) provided for a part or full time recruiter. The individual made personal contact with most every identified Migrant family in the LEA (Local Education Agency) and informed the parents

of all Chapter 1 services available to their children. This activity was accomplished at a time and a place convenient to growers and to Migrant workers. This often required working hours during the evenings and on weekends.

The training program provided to recuiters highlighted the need to be courteous at all times while securing the eligibility information from Migrant families. Upon request, recruiters were prepared to provide information of a general nature on the availability of all applicable social services in the area. The function of the Chapter 1 Migrant recruiters was limited to the facilitation of the participation of eligible Migrant children in Wisconsin educational programs; thus it was to be clearly understood that these individuals do not officially represent any other agency.

Local recruitment information was forwarded to the DPI daily for accuracy reviews. Accepted information was sent daily to be entered into the computer at Little Rock, Arkansas via the Migrant Student Record Transfer System (MSRTS).

Expansion of Child Identification:

State recruitment activities in the areas of the Milwaukee School District resulted in the new identification, certification and MSRTS enrollment of one hundred and one (101) eligible children during the 1982-83 full school year. Initial needs assessments and school-building attendance areas have been completed by the State Education Agency (SEA) and the Milwaukee Public Schools. Cooperating agencies in this activity were the United Migrant Opportunity Services, Inc. (UMOS), a CETA/JTPA (Comprehensive Employment and Training Act/Junior Training Partnership Act) 402 funded agency, and the University of Wisconsin-Milwaukee High School Equivalency Program (HEP) staff. Technical assistance from the SEA continues to be provided for the cooperative development of Chapter 1 Migrant education and other supplemental services to this population.

Five state inservice training sessions were provided for 28 local project recruiters during the 1982-83 year. The resulting local and state recruitment activities during the regular-term identification (late August through May) identified 1,231 eligible children, and during the summer-term (June, July, and early August) identification of 2,349 children's names; some of these summer-named eligible children were also identified during the regular-term recruitment. However, the total number of recruiter-identified names of eligible children during the 1982-83 school year program was 3,850 as reported by the SEA (State Education Agency).

Chapter 2

Student Participation

Services were reported to have been provided to Migrant students during the academic year of 1982-83 at 14 sites in Wisconsin for a total of 783 students (See Table 1).

TABLE I

ACADEMIC YEAR 1982-83 STUDENT PARTICIPANTS BY SITE

School District	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
1. Barron	4	3	1	2	1	2	1	0	0	1	1	0	0	0	16
2. Berlin	7	6	5	6	13	7	5	8	4	13	3	3	0	0	80
3. Camoria	0	0	6	3	6	0	7	9	5	4	8	0	0	0	48
4. Hartford	0	1	2	2	1	1	1	3	2	0	0	0	0	0	13
5. Kenosha	0	28	19	24	28	20	18	13	22	23	10	0	0	0	205
6. Madison	6	9	3	6	7	11	3	0	8	7	10	8	3	5	86
7. Marshall	1	1	3	0	1	2	1	3	1	1	2	0	1	1	18
8. North Cape	0	2	7	3	1	2	1	0	0	0	0	0	0	0	16
9. Palmyra	0	3	0	2	2	4	4	1	2	4	0	0	0	0	22
10. Racine	0	6	19	32	20	29	15	12	0	0	0	0	0	0	133
11. Tri County/ Plainfield	1	4	4	4	8	3	2	3	2	4	1	2	0	0	38
12. Watertown	0	1	2	2	2	0	3	5	2	2	1	7	1	0	28
13. Wautoma	0	6	4	4	6	8	5	7	7	8	0	0	0	0	55
14. Wild Rose	0	2	6	0	3	3	0	4	3	1	3	0	0	0	25
Total	19	72	81	90	99	92	66	68	58	68	39	20	5	6	783

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Services were reported to have been provided to Migrant students during the summer of 1983 at 18 sites in Wisconsin for a total of 1497 students. (See Table 2).

TABLE II

SUMMER SCHOOL 1982-83 STUDENT PARTICIPANTS BY SITE

School District	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
1. Baileys Harbor	8	2	1	2	2	0	1	2	1	1	1	0	0	0	21
2. Berlin	0	18	12	8	16	11	9	8	5	10	3	3	1	0	104
3. Cambria	0	8	6	6	7	2	6	7	7	7	19	6	9	3	93
4. Kenosha	57	34	24	21	27	21	20	13	12	2	0	0	0	0	231
5. Lena	35	6	2	5	4	8	4	4	1	0	0	0	0	0	69
6. Madison	8	8	2	4	6	7	1	0	1	3	6	3	2	0	51
7. Marshall	11	2	4	1	5	5	3	4	1	1	3	1	0	1	42
8. Montello	12	10	9	8	10	10	11	12	4	3	2	1	0	0	92
9. North Cape	9	2	8	3	2	3	1	0	1	0	0	0	0	0	29
10. Racine	0	18	25	25	22	20	17	10	21	6	1	4	2	0	176
11. Shiocton	7	10	8	9	4	5	1	4	1	1	0	0	0	0	50
12. Stevens Point	0	4	3	4	3	5	0	1	0	0	0	0	0	0	20
13. Watertown	5	3	2	1	1	1	0	4	0	1	0	1	1	0	20
14. Wautoma Elem.	8	5	18	18	12	12	7	5	3	0	0	0	0	0	88
15. Wautoma Sec.	0	0	0	0	2	1	0	9	14	18	12	5	7	3	71
16. Whitewater	47	12	9	9	16	9	10	10	7	10	13	6	8	0	166
17. Wild Rose	0	5	13	15	18	10	11	27	0	0	0	0	0	0	99
18. HEP Milwaukee	0	0	0	0	0	0	0	0	0	0	0	0	0	25	25
Total	207	147	146	139	157	135	102	120	79	63	60	30	30	32	1497

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Figure 1

Geographic Location--Project Areas Served FY83 Regular and Summer

1. Bailey's Harbor (S)
2. Barron (R)
3. Berlin (R, S)
4. Cambria-Freisland (R, S)
5. Hartford (R)
6. Kenosha (R, S)
7. Lena (S)
8. Madison (R, S)
9. Marshall (R, S)
10. Montello (S)
11. North Cape (R, S)
12. Palmyra-Eagle (R)
13. Plainfield (R)
14. Racine (R, S)
15. Shiocton (S)
16. Stevens Point (S)
17. Watertown (R, S)
18. Wautoma (R, S)
19. Whitewater (S)
20. Wild Rose (R, S)
21. UW- Milwaukee – HEP (S)

Key: R = Regular School Term 14
S = Summer Term 17

FY83 TOTAL PROJECTS 31
in 21 Local Educational Agencies

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To serve the students, projects were established in 14 Summer School locations and 17 Regular Year locations for a total of 31 sites in Wisconsin. Most of the sites were concentrated in the Southeast third of Wisconsin (See Figure 1).

For planning purposes, the Department of Public Instruction projected the number of Migrant children expected to be served in FY83. The total number of students expected was 2,260 (See Table 3). The actual number of 2,230 were served. A few less pre-kindergarten and secondary school students than expected enrolled. A few more elementary school students (K-6) enrolled than were expected (See Table 4).

Table 3

Projected Number of Migrant Children to be Served, FY83

FY 83 Totals	Pre-Kindergarten	Elementary K-6	Secondary 7-12	Total Students
	260	1,455	545	2,260

Table 4

Wisconsin–Served Migrant Students, FY83

	Pre-Kindergarten	Elementary K-6	Secondary 7-12	Total Students
Regular Term	19	568	196	783
Summer Term	207	946	294	1,447
Total	226	1,514	490	2,230
% of Goal Reached	86.9	104	89.9	98.6

When comparing the totals of students served during FY82 with FY83, a decrease is noted for the regular term, while increases are noted for the summer term and for the grand total (See Table 5)

Table 5

Comparison of FY82 and FY83 Enrollments

	Regular Term	Summer Term	Total
FY82	859	1,343	2,202
FY83	783	1,447	2,230

Recruitment procedures were made more efficient by the Wisconsin adaption of the Indiana, Section 143 Discretionary Grant for the MERIT (Migrant Education Recruitment Identification Task [Force]) projects's Certificate of Eligibility. This procedure allowed recruiters to use only one data collection form for both identifying eligible children, birth through age twenty, and for project-school enrolling eligible students. Eligiblity and certification data were uniformly reported in an effort to provide a standard format among the participating state education agencies.

The Wisconsin Department of Public Instruction was committed to serve all significant concentrations of currently Migratory school-aged children in the state. The projected number of eligible students was 3,000 but 2,230 were actually served. Most of the students who were not served were currently Migratory school-aged children but did not participate for the following reasons:

1. Some students were already adequately served by other educational programs.
2. Some students were doing well in regular classrooms.
3. Some students were above the state compulsory school-attendance age requirement and were counted as school drop-outs.
4. During the summer months, some older students are required to work in the fields to supplement the family income.

Formerly Migratory children were served when such services did not dilute the effectiveness of services provided for currently Migratory children.

Chapter 3

Staff Utilization

A wide variey of staff members were utilized in the Chapter 1 Migrant Education programs. Every project employed at least a part-time site coordinator and classroom teacher for both the summer and regular school year. The local evaluators reported that 20.3 FTE (full time equivalent) teachers were responsible for the teaching of the students during the regular session and that 86.9 FTE teachers were employed for the summer only. To assist those teachers, 11.3 FTE aides were employed for the regular year and 70.4 aides were employed for the summer only. Of the total teacher/teacher aide staffs of 190.9 for both sessions combined, 107.2 teachers and 81.7 teacher aides were employed (See Table 6). This means that 56% were teachers and 44% were their aides. A high percentage of those employed were bilingual English and Spanish individuals.

Table 6

Staff Utilization of Teachers (FTEs)

and Teacher Aides (FTEs)

Session	Teachers	Aides	Total
Regular Year	20.3	11.3	33.6
Summer	86.9	70.4	157.3
Total	107.2	81.7	190.9

During the summer, the teacher to pupil ratio mode centered on two sizes–the smaller ratio mode was 1 to 3 and the larger ratio mode was 1 to 12. When considering the teacher/aide to pupil ratio in the smaller ratio group, it was 1-5 and the larger ratio group, 1-18.

The adult (teacher/aide) to students ratio mode during the regular year was 1-15 and the teacher to students ratio mode was 1-20.

In addition to site coordinators, teachers and teacher aides, the projects employed a variety of staff members which included administrators, clericals, recruiters, community liaison persons, nurses, food service personnel, transportation personnel, supervisors, bookkeepers, recreation directors, librarians, nurse's aides, custodians, water safety/swimming instructors, work/study personnel, bilingual counselors, lifeguards, dormitory counselors and student counselors (See Figures 1 and 2).

Figure 2

Project Directors, Site Coordinators, and Recruiters

Summer Term

	Project Name	Director	Site Coordinator	Recruiter
1.	Bailey's Harbor	Frank Kazmierczak	Connie Kress	Gloria Cavazos
2.	Lena	Frank Kazmierczak	Julia O'Connell	Julia O'Connell
3.	Shiocton	Frank Kazmierczak	Mel Timmens	Delia Spang
4.	Stevens Point	Robert Schroeder	Robert Schroeder	Robert Schroeder
5.	Wild Rose	Lynn Davis	Vera King	Kathleen Bruch-Nenn
6.	Wautoma Elem.	Lynn Davis	James Machamer	Patricia Goggin
7.	Wautoma Sec.	Lynn Davis	Paul Roethel	Patricia Goggin
8.	Berlin	Lynn Davis	David Ziemann	Santiago Davila
9.	Cambria	David Branback	Pete Thome	Ernie Gomez
10.	Montello	Lynn Davis	George Tanner	Milford Schwitz
11.	Watertown	Carolyn Stoner	Carolyn Stoner	Chris Maas
12.	Marshall	Lynn Davis	Kathleen Starks	Kathleen Starks
13.	Madison	Elena Chzvez-Mueller	Elena Chavez-Mueller	Iris Valdivia
14.	Whitewater	Sam Zummo	Ethelyn Millard	Mary Moran
15.	North Cape	Sam Zummo	Carol Swenson	Carol Swenson

16.	Racine	Roger Jones	Roger Jones	Judith Palacios
17.	Kenosha	Thomas Zuhlke	Marvin Kellerman	Eva Zimmer
18.	Milwaukee/HEP	Luis Salazar	Jude Staniszewski	Jack Roberts

Figure 3

Project Directors and Recruiters

Regular Year

	Project Name	Director	Recruiter
1.	Barron	Paul Hedstrom	Sheri Gray
2.	Berlin	F. Thomas Rogers	Margaret Vogt
3.	Cambria	David Branback	Ernie Gomez
4.	Hartford	Gregory A. Joseph	Sarah Fitzpatrick
5.	Kenosha	Thomas Zuhlke	Eva Zimmer
6.	Madison	Elena Chavez-Mueller	Iris Valdivia
7.	Marshall	Marian Balch	Kathleen Starks
8.	North Cape	Warren Beltz	Irene Bonde
9.	Palmyra	Marlea Linse	Mary Moran
10.	Racine	Roger Jones	Santiago Perez
11.	Tri-County	Denzil Diekfuss	Anita Siebers
12.	Watertown	Carolyn Stoner	Chris Maas
13.	Wautoma	Al Hasselquist	Karen Mosler
14.	Wild Rose	Gwen O'Cull	Vera King

Chapter 4

Staff Inservice

The Wisconsin Migrant Education Program has developed a comprehensive staff development component. A variety of local, regional, and state-wide workshops were conducted to meet specific staff needs cited by local project staff members. Six categories of inservice topics included recruitment; MSRTS; Parent/Training Involvement; Evaluation; Program Inservice: Instructional, Administrative, and Supportive; and the State Superintendent's Advisory Council on Migrant Education. (See Table 7).

Table 7

Wisconsin Inservice–State Components, FY83

RECRUITMENT

No. of Inservices:	5
No. of Participants:	28
No. of Inservice Hours:	11.5 hours

MSRTS

No. of Inservices:	9
No. of Participants:	84
No. of Inservice Hours:	25.0 hours

PARENT TRAINING INVOLVEMENT (Excluding State Advisory Council)

No. of Inservices:	2
No. of Participants:	57
No. of Inservice Hours:	16 hours

EVALUATION

No. of Inservices: 3

No. of Participants: 86

No. of Inservice Hours: 6.0 hours

PROGRAM INSERVICE: INSTRUCTIONAL, ADMINISTRATIVE AND SUPPORTIVE

No. of Inservices: 2

No. of Participants: 199

No. of Inservice Hours: 23.0 hours

STATE SUPERINTENDENT'S ADVISORY COUNCIL ON Migrant EDUCATION

No. of Inservices: 7

No. of Participants: 67

No. of Inservice Hours: 19.25 hours

This inservice and personnel training/staff development consisted of 21 meetings at 14 different sites during the period from August 16, 1982 to August 15, 1983. The total training hours of 81.5 had 436 registered participants (See Table 8).

Table 8

WISCONSIN PROGRAM INSERVICE AND TRAINING

(August 16, 1982–August 15, 1983)

	DATE	CITY	TOPIC	NO. OF LOCAL PARTICIPANTS	NO. OF STATE TRAINING HOURS
1.	9/10/82	Wautoma	Recruitment	3	1.5
2.	9/10/82	Wautoma	MSRTS	2	1.5
3.	9/10/82	Plainfield	Recruitment	2	1.0
4.	10/15/82	Milwaukee	Recruitment	2	2.0
5.	10/28/82	Fond du Lac	Parent Training Materials	50	6.0
6.	01/31/83	Madison	Summer Admin. Training	15	5.0
7.	02/10/83	Madison	State Application Training	4	5.0
8.	02/22/83	Racine	MSRTS Utilization	20	6.0
9.	02/24/83	Madison	MSRTS Utilization	15	5.0
10.	03/18/83	Kenosha	Recruitment	1	1.0
11.	04/08/83	Madison	MSRTS	1	1.0
12.	04/22/83	Wild Rose	Interagency Planning	5	2.0
13.	05/04/83	Berlin	MSRTS	1	2.0
14.	06/09/83	Madison	State Recruitment	20	5.0
15.	06/15-16/83	Fond du Lac	State Inservice "A"	150	13.0
16.	06/22/83	Watertown	MSRTS–Level II	19	2.5
17.	07/06-07/83	Fond du Lac	State Inservice "B"	49	10.0
18.	07/13/83	Wautoma	MSRTS–Level II	6	3.5
19.	07/20/83	Shiocton	MSRTS–Level II	5	2.5
20.	07/26/83	Green Lake	State Evaluation Conference	51	5.0
21.	07/27/83	Kenosha	MSRTS	15	1.0
				436 Participants	81.5 Training Hours

Eleven separate activities were listed on the application submitted to the U.S. Department of Education. A report was prepared by the Wisconsin Migrant Education Consultant and that detailed assessment in narrative form is as follows:

"1. Assessment Instruments

The need to train staff in the use of the assessment instruments selected by Wisconsin for reporting on the MSRTS form continues to be met by using the available commerically prepared video taped presentations and by presentations made by state and local staff members. This inservice activity is primarily designed for directors, teachers and aides who are new to Chapter 1 Migrant programming; inservice is provided to all staff members when modifications or revisions are made in the instruments by the publishers. This inservice need continues and it will be recommended that a similar objective be included in the next state application.

2. Special Educational Needs

Wisconsin recognizes its responsibility to maintain and increase the awareness of Chapter 1 Migrant personnel to the special educational needs of Migrant children. Our office has met this objective by the use of parents, community leaders, local and state personnel, and professional consultants as presenters in a variety of appropriate settings. This activity takes place throughout the year and is designed for experienced staff members as well as new employees. The state planning committee will be requested to consider separating this objective which presently includes bilingual and English as a second language training, into two objectives in order to focus on sensitivity to cultural and ethnic preferences in learning styles. A series of inservice programs in Communication Skills will be suggested for future state applications.

3. Academic Achievement Through Language Experience

The Kenosha Model of the Language Experience Approach to Reading has been an outstanding success in Migrant programs in Wisconsin and in Chapter 1 programs across the nation. The Kenosha Model inservice programs provide participant involvement in vocabulary development activities and are always a favorite of parents and staff. This nationally disseminated model can be applied to subject matter at all

grade levels and is never out of place. The Kenosha Model has as many varieties as it has practitioners and we recommend that this inservice activity be repeated during the summer and regular school terms in the future.

4. Study Skills

The Study Skills inservice objective is the one that was not met; this objective was intended to cover both home and school study skill instruction. Although Study Skills were included in several parent training programs, specific inservice for in-school instructional staff was not offered. The state plan committee will be requested to reconsider this objective and to move the Study Skills objective to the local level; this suggestion is due to differences that exist in course content, in access to school and public libraries and in the availability of other media and equipment at the local level.

An inservice program on the topic of Educational Sex Equity was presented by the Department of Public Instruction in place of the Study Skill activity. This presentation included a broad review of text books and materials and gave the participants an opportunity to duscuss methods of preventing Sex Role Stereotyping in Chapter 1 Migrant programs.

5. Application Development

Technical assistance in the development of local Chapter 1 Migrant applications, including project description and budget information, is conducted in large and small group settings and on an individual basis. This service, which is available at all times during the year, is designed to assist local educational agencies in the timely development of Chapter 1 Migrant programs whenever eligible students are identified. The implementation and evaluation components of this objective, as it appeared in the application, have been incorporated into other inservice areas.

6. Identification and Recruitment

Technical assistance to local recruitment personnel in the identification and recruitment of eligible Chapter 1 Migrant students is provided at the state and regional level at the start of summer and school year programs and individually, as needed, throughout the year. Identification as recruitment inservice activities are required and will appear in the next application.

7. MSRTS

Technical assistance to local MSRTS personnel is provided at state and regional levels at the start of summer and school year programs and individually, as needed, throughout the year. In addition to workshop presentations and the dissemination of printed materials, the Department of Public Instruction also provides technical assistance by telephone for immediate assistance to local MSRTS personnel. MSRTS inservice activities are required and will appear in the next application.

8. Evaluation

The Department of Public Instruction recognizes the need to evaluate all Chapter 1 Migrant programs whether they occur during the summer or the regular school year. Traditionally, school year evaluation activity was confined to the written evaluation instrument known as the "End of Project Evaluation Report," and the summer programs had both a state evaluation conference, attended by local Chapter 1 Migrant staff members, and the written forms. The annual summer evaluation conference has been expanded to include both school year and summer personnel and provides a forum for the exchange of successful techniques and common concerns by Chapter 1 Migrant educators and parents across the state.

9. Basic Skills

The 1982-83 Chapter 1 Migrant program adopted the Wisconsin Initiatives in Science and Mathematics and, with the assistance of the state Chapter 1 Education Consultant

staff, provided in-depth inservice opportunities for every grade level in both of these basic skill areas. Reading, Writing, and Social Studies workshops, as well as special programs on bilingual instruction and teaching English as a second language, were also presented. The state will recommend to the planning committee that this objective be separated into Basic Communication Skills,and Other Basic Skills. Our office recognizes that the need to provide a variety of inservice programs on techniques for teaching limited English proficient students will require an expanded Communication Skills objective.

10. Parent Training

Parent Training inservice activities grew significantly in the 1982-83 program year. A part-time Parent Involvement Coordinator was added to the state staff and state and local parent training programs were expanded to meet increasing parent awareness of the value of these training opportunities. Although many joint training activitites will remain, our office will recommend to the planning committee that the general parent training objective be separated from the training objective for the members of the State Superintendent's Advisory Council on Migrant Education to permit both groups to reach full potential.

11. Interagency Coordination

The members of the Wisconsin Interagency Task Force have contributed significantly to the success of this interagency coordination objective. Wisconsin Chapter 1 Migrant programs will continue to focus on the provision of educational programs and to utilize the services of other agencies to provide necessary support services whenever possible. Due to the state's increased concentration of resources on the successful completion of high school by all secondary students, it will be recommended to the planning committee that this interagency activity objective be amended to include an objective for Educational Interagency Coordination and one for Other Support Services: the purpose

of this would be to effectively increase coordination with other educational agencies and institutions of higher learning.

12. Computer Technology

A twelfth inservice objective for the training of teachers and aides in the implementation of computer assisted instructional programs was added. Although state sponsored computer training activity in 1982-83 focused on Mathematics in grades Kindergarten through eight, all Chapter 1 Migrant staff members were encouraged to take advantage of local computer training opportunities and state funds were made available to accomplish this goal. The state will recommend the expansion of computer Assisted Instruction and Computer Programming objectives in the coming years.

In summary, we can say that:

1. Ten of the eleven inservice training objectives occurred as outlined in the Wisconsin 1982-83 Chapter 1 Migrant application. The objective on Study Skills was replaced by one on Sex Equity, and a twelfth objective on Computer Technology was added.

2. The state sponsored inservice programs were delivered at both state and regional levels and were frequently repeated in the form of technical assistance at the local level.

3. The significant improvement of computer software and the accompanying expansion of computer hardware created a need for Wisconsin to provide inservice training in the area of Computer Technology that was not anticipated at the time the 1982-83 state application was written.

4. The inservice subcommittee of the state application committee created an appropriate set of objectives to assist the state in meeting its goals for Migrant Education; we express our gratitude to the members of the committee."

Chapter 5
Parent/Teacher Consultation

The Chapter 1 Migrant Education legislation requires that parents of Chapter 1 Migrant children be involved in the educational programs provided for their school-aged children. This requirement comes from a recognition of the knowledge that parents have about their children. Parents have good ideas about what progress they want their children to make in school, what is best for their children, and what their special needs and talents are.

Education experts also generally agree that children do better in school if their parents somehow share in their children's education. Parent involvement is a way to build a partnership between home and school – a partnership that benefits the children.

During FY83 parents and teachers were active in meaningful informal consultations and activities directed toward the local project's design and implementation. Some of the activities were parent advisory committee meetings, classroom program visits, field trip supervision, SEA meetings, open house, migrant camp or family visits, and/or volunteer work.

It is difficult to make comments on the numbers of various activities due to considerable differences at the various sites. The reader is urged to consider the reported numbers (See Table 10).

Table 9

Parent and Teacher Participation Activities

	Summer		Regular		Total	
	Parents	Teachers	Parents	Teachers	Parents	Teachers
Parent Advisory Council	266	29	225	17	491	46
Classroom Program Visits	151	64	41	11	192	75
Field Trip Supervision	54	67	3	4	57	71
Representative at SEA Meeting	30	41	8	6	38	47
Open House	439	61	38	25	477	86
Migrant Camp/Home Visits	402	50	158	8	560	58
Volunteered/Paid Work	29	27	26	6	55	33
Other	0	14	25	26	25	40
Consulting Parents (Unduplicated)	528		287		815	
Consulting Teachers (Unduplicated)	89		71		160	
Consulting Activities	135		215		350	

In accordance with the federal legislation, the Wisconsin State Superintendent of Public Instruction, Dr. Herbert J. Grover, created the Advisory Council on Migrant Education. The following State Advisory Council information items are supplied as a matter of record.

The 1982-83 school year State Superintendent's Advisory Council on Migrant Education convened in January, 1983. The following members were appointed to terms of membership from one to three years by Superintendent of Schools, Dr. Herbert J. Grover:

1.	Denzil Diekfuss	Plainfield, WI
2.	David Duran	Milwaukee, WI
3.	John Ebbott	Jefferson, WI
4.	Ramona Gomez *	Marshall, WI
5.	Maria Hernandez *	Waterloo, WI
6.	Frank Kazmierczak	Gillett, WI
7.	David McIntosh	Milwaukee, WI
8.	Javier Navarro *	Kenosha, WI
9.	Julia O'Connell	Marinette, WI
10.	Victor Ramirez, Sr. *	Appleton, WI
11.	David Rivera	Kenosha, WI
12.	Kathleen Starks	Marshall, WI
13.	Carolyn Stoner	Watertown, WI
14.	Ken Youra	Pardeeville, WI

* Parent or guardian of eligible student

Mr. Ramirez served as the representative of the State Advisory Council at the National Migrant Education Conference in Portland, Oregon in May of 1983.

School year meetings were held on:

January, 1983	at Fond du Lac, WI
March, 1983	at Madison, WI
April, 1983	at Watertown, WI
May, 1983	at Fond du Lac, WI

The June, 1983 meeting at Fond du Lac, WI was a special program recognizing the Chapter 1 Migrant high school graduates and their parents.

A copy of the commencement address appears in Appendix B of this report.

Issues addressed by this Council included:

1. The 1983-84 State Application
2. The Wisconsin Parent Involvement Coordinator Position

3. Chapter 1 Migrant High School Graduates
4. Parent Representation on the Council.

Mr. Ben Obregon was named to the position of Parent Involvement Coordinator in May, 1983 and served through September, 1983.

During the month of June, 1983, the State Superintendent expanded the Council from 14 to 16 members to include a majority of parents.

The summer 1983 State Superintendent's Advisory Council on Migrant Education convened in July, 1983.

Members appointed by the State Superintendent of Schools, Dr. Herbert J. Grover:

1.	Herlinda Barrera *	Kenosha, WI
2.	Rosa Ceballos *	Coloma, WI
3.	David Duran	Milwaukee, WI
4.	John Ebbott	Jefferson, WI
5.	Gonzalo Gomez *	Racine, WI
6.	Ramona Gomez *	Marshall, WI
7.	Frank Kazmierczak	Gillett, WI
8.	Javier Navarro *	Kenosha, WI
9.	Julia O'Conell	Marinette, WI
10.	Victor Ramirez, Sr. *	Appleton, WI
11.	David Rivera	Kenosha, WI
12.	Sylvia Rodriguez *	Berlin, WI
13.	Ramon Sigala *	Barron, WI
14.	Kathleen Starks	Marshall, WI
15.	Carolyn Stoner	Watertown, WI
16.	Rachel Tovar *	Waterford, WI

* Parent or guardian of eligible student

Mrs. Gomez and Mrs. Rodriguez served as representatives of the State Advisory Council at the Central Stream Migrant Education Conference at South Bend, Indiana, in July, 1983.

Summer council meetings were held on:

July, 1983	at Madison, WI and in
August, 1983	at Fond du Lac, WI

Issues addressed by this Council included:

1. The 1983-84 State Chapter 1 Migrant Application.
2. The Central Stream Migrant Conference.
3. Summer project evaluations.
4. Duties and Obligations of an Advisory Council.

Chapter 6

Dissemination of Information Activities

Information about Wisconsin project activities and program goals was disseminated to a wide range of audiences. For example, the annual Title I Migrant Evaluation for Fiscal Year 1982 was sent to all states and agencies with whom the Wisconsin Migrant Program coordinates and to others who requested it. Many requests for information and technical assistance were filled. Migrant Education Consultants participated in and made many presentations at local, regional, state and interstate meetings.

Local project personnel were also involved in dissemination efforts and presentations. An examination of Figures 4 and 5 establishes that a wide variety of activities were conducted and follow in a listing according to their general frequency from high to low.

- Communicated with parents
- Informed interested groups
- Visited with colleagues and peers
- Sent newsletters
- Reported information through newspapers
- Aired programs on radio and television
- Reported project status to school boards
- Consulted with SEA staff
- Made visits to neighboring schools

Figure 4

Means of Information Dissemination

Regular Year, 1982-83

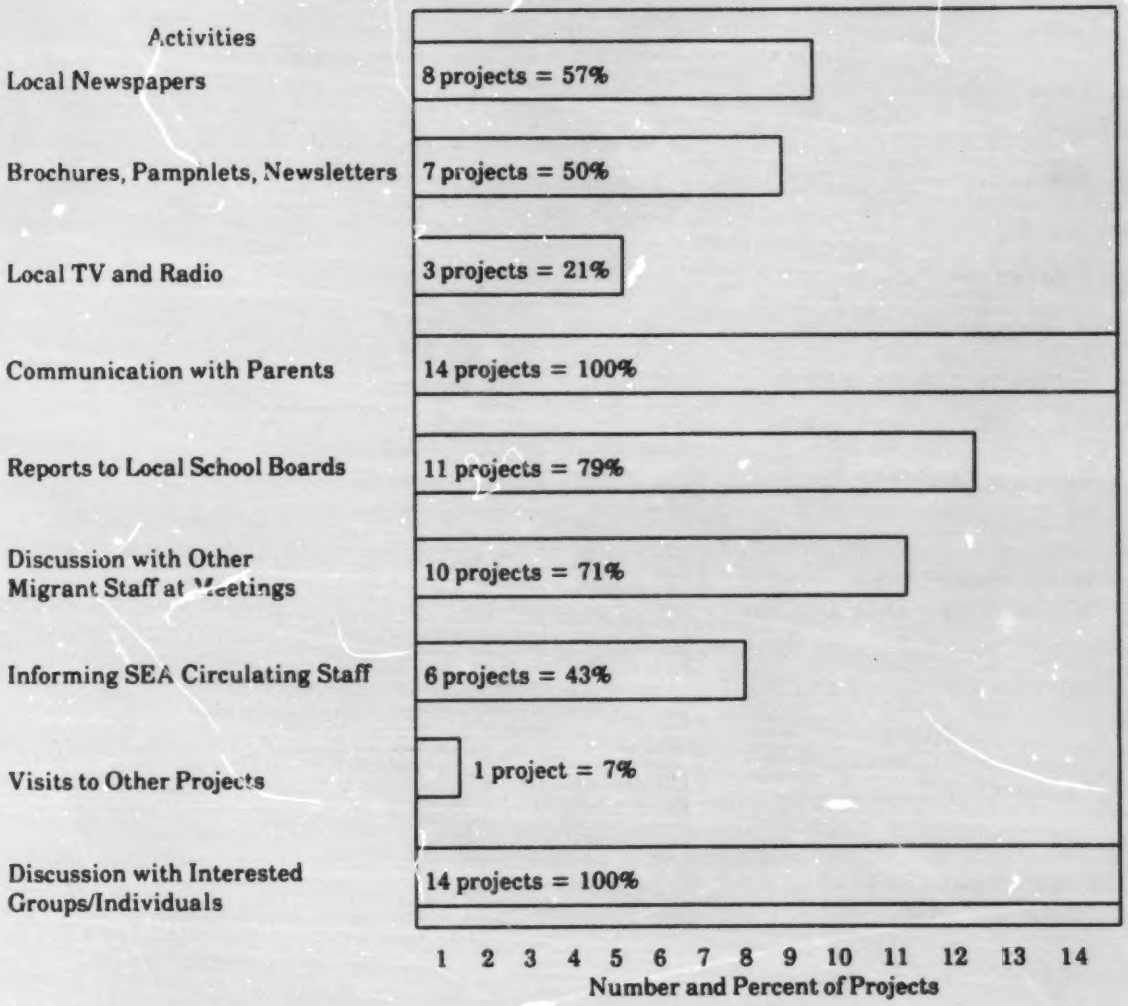
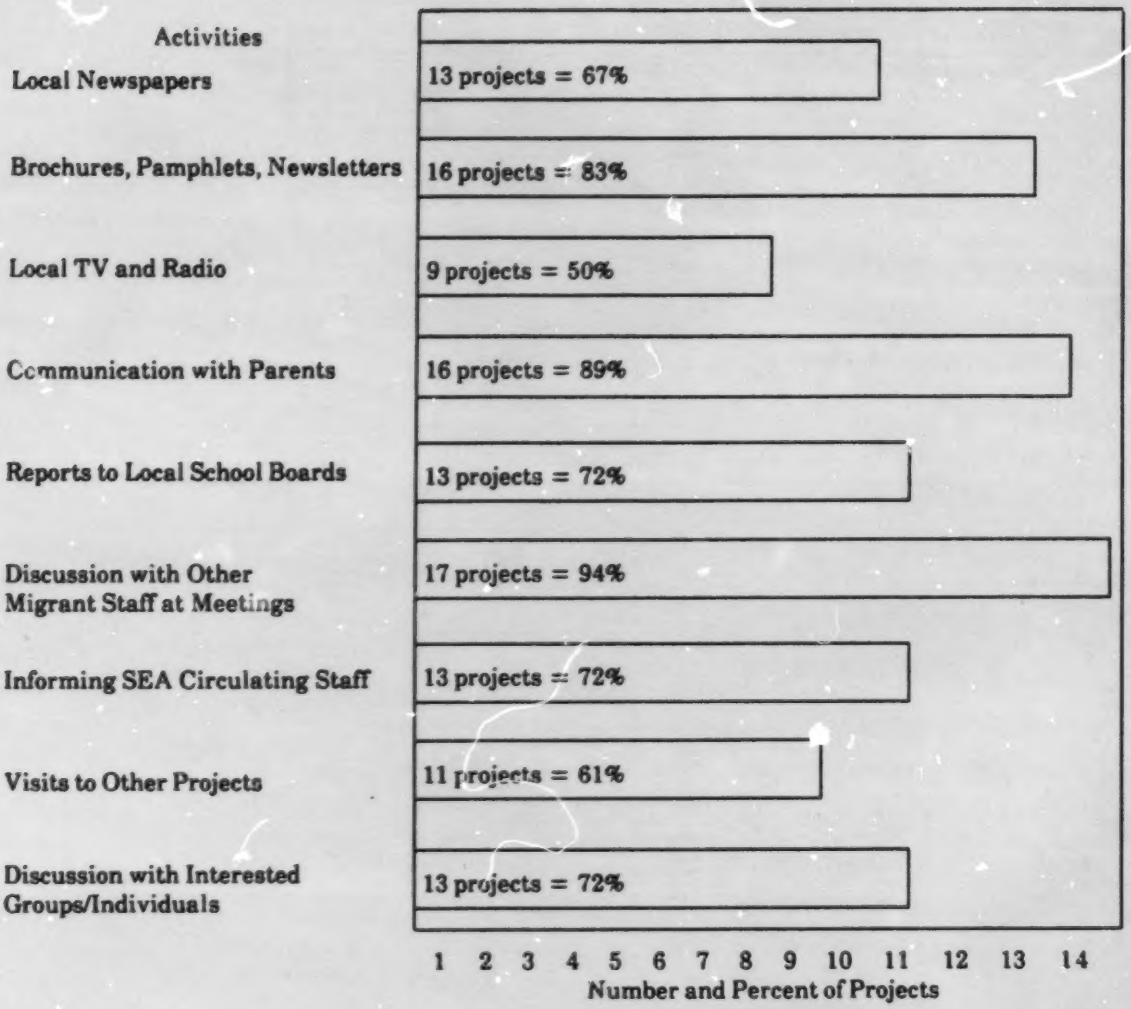

Activities
Local Newspapers
8 projects = 57%
Brochures, Pamphlets, Newsletters
7 projects = 50%
Local TV and Radio
3 projects = 21%
Communication with Parents
14 projects = 100%
Reports to Local School Boards
11 projects = 79%
Discussion with Other Migrant Staff at Meetings
10 projects = 71%
Informing SEA Circulating Staff
6 projects = 43%
Visits to Other Projects
1 project = 7%
Discussion with Interested Groups/Individuals
14 projects = 100%
1 2 3 4 5 6 7 8 9 10 11 12 13 14
Number and Percent of Projects

Figure 5

Means of Information Dissemination

Summer Term, 1982-83


Activities
Local Newspapers
13 projects = 67%
Brochures, Pamphlets, Newsletters
16 projects = 83%
Local TV and Radio
9 projects = 50%
Communication with Parents
16 projects = 89%
Reports to Local School Boards
13 projects = 72%
Discussion with Other Migrant Staff at Meetings
17 projects = 94%
Informing SEA Circulating Staff
13 projects = 72%
Visits to Other Projects
11 projects = 61%
Discussion with Interested Groups/Individuals
13 projects = 72%
1 2 3 4 5 6 7 8 9 10 11 12 13 14
Number and Percent of Projects

Chapter 7

Instructional Activities

The Wisconsin Migrant Education Program was designed to meet the varied needs of its Migrant population. It also is in accordance with the state's basic philosophy that the curriculum offered by each project and the grading system used was sufficiently flexible to accommodate local needs. The criterion for success in the migrant program is one month of growth for each month of instruction. The End-of-Project Evaluation Reports identified the instructional activities, the number of participants in each activity and the number of students whose progress was determined locally as successful. Heavy reliance was placed on teacher judgment and subjective evaluation procedures.

The three academic disciplines which had the prime importance in meeting the basic academic needs of Migrant students were reading, mathematics and oral language development. In addition, the older students were provided programs in computer literacy, prevocational orientation and career exploration, practical and survival skills, socialization skills, journalism, and driver education.

Table 10 examines the number of students enrolled in the basic academics and their estimated student achievement.

Table 10

Estimated Student Achievement Gains

	Number Enrolled	Number Successful	Percent Successful
		English Reading and Language Arts	
Summer	1,159	731	68
Regular Year	674	607	90
		Oral English Language	
Summer	997	719	72
Regular Year	531	513	97
		Mathematics	
Summer	997	719	75
Regular Year	562	466	83

Reading and Language Arts

Most Migrant students were below grade level in reading achievement. Therefore, reading instruction had a high priority in the curriculum. Of the three academic basics offered during the summer term, reading language arts was the most popular. It was reported that 1159 students were enrolled in this function during summer and that 781 students (68%) were successful. During the regular school year there were 674 students enrolled and 607 (90%) were successful (See Table 10).

Oral English Language Development

Almost all of the Migrant children who came to Wisconsin were of Mexican or Mexican-American parentage and were predominantly Spanish-speaking. In addition to using teacher made tests, a variety of commercial assessment instruments were utilized to determine the students' language proficiency. To extend that proficiency, 997 students were reported as enrolled in the oral English language function during the summer term and that 719 or 72% were successful. During the regular school year 531 students were enrolled and 513 (97%) were successful (See Table 10).

Mathematics

Assessment data showed that while Migrant children generally perform at a higher level in mathematics than reading, concentrated instruction in mathematic skills still constitute a primary need. It was reported that 997 students were enrolled in the mathematics function during the summer term and that 719 or 75% were successful. During the regular school year 562 students were enrolled and 83% were successful (See Table 10).

Time and Staff

The instructional activities were conducted during the summer and regular school year. The summer programs usually were offered from the middle of June through July, and were completed about mid-August. It was calculated from the evaluation reports that the mode number of days was 29 and the mode number of hours each day was 7.5. The pupil–teacher ratios varied from the smallest mode of 3-1 and the largest of 18-1. The regular school year programs usually were offered from late August to early June. It was calculated from the evaluation reports that the mode number of days was 180 and the mode number of hours was 7.5. The pupil–teacher ratios generally ranged from 15 or 20 to 1.

The staff during the summer and regular school year consisted basically of teachers and teacher aides. During the summer, 36 FTEs were employed, with 11.3 of those being aides, 20.3 being teachers and the remainder served in a variety of roles. It was reported that more than 50% of the paid employees were bilingual.

The staff during the regular term consisted of 70.4 aides, 86.9 teachers and 83.7 other employees for a total of 231 FTEs.

Chapter 8

Coordination with Other Programs

Migrant educators utilized the services and programs sponsored by local, state and federal public agencies as well as private institutions and agencies to provide assistance and support to the migrant population served by the project. Project evaluators reported these coordinative efforts under the categories of Instructional, other than Chapter 1 Migrant; Youth Employment; Day Care; Health; and Nutrition. A cursory review of the report yielded the following creative variety:

Local Library
Coast Guard
Public Health Nurse
Local Dentist
Swimming Lessons
County Dental Health
CAP Service
La Clinica
University of Wisconsin System
Head Start
USDA Surplus Food Program
Federal Title XIX
City Nurse Service
LEA Summer School
Youth Employment Program
ESL Bilingual Program
Urban League
Vocational Rehabilitation
County Social Services
Chapter 1-Basic Grants
Speech Therapy
LEA Health Screening
Women Infants and Children
Fire Department
Postal Department
Horse Back Riding
Summer Food Service
Sheriff Department
Wisconsin Job Service
Day Care Service
UMOS
Local Education Agency
Texas Migrant Service
La Paza Unida
Catholic Mission-Guadalupe
Local Physician
Los Campesinos
Technical Institute
County Conservation Service
CETA 303
University Hospital
School Food Service
Learning Disabled Services
Bilingual-Title IX
Local Floride Program

The most frequently mentioned supportive service utilized was the United States Department of Agriculture School Lunch Service – milk, school noon lunch and school breakfast.

The Wisconsin Chapter 1 Migrant program continues to recognize its obligation to meet the educational needs of children by working with home-base schools within Wisconsin and in other states and by participating with other state offices dealing with general Migrant education program activities. Interstate, intrastate, and interagency cooperation in Wisconsin were expectations which have been met.

Following are some examples of that cooperation:

Interstate Cooperation - In its efforts to maintain the Migratory child's educational continuity, the Wisconsin Department of Public Instruction actively participated in the Migrant Education Section 143 Discretionary Grant Projects. Additionally, the Department cooperated with the Texas Educational Agency's (TEA) program to receive TEA Inservice Consultants, and Summer-length consultants. Department personnel attended and participated in interstate meetings and workshops to ensure further continuity in the education of Migratory children.

Intrastate Coordination for LEAs - Selected local Chapter 1 Migrant education project staff attended state, multi-county, multi-district and district SEA sponsored educational conferences where interstate coordination was initiated and emphasized to facilitate high school credit exchange.

MSRTS Utilization - The SEA continued to emphasize the need to maintain the educational continuity of Migratory children. It requires an assurance that the local project will fully utilize the Migrant student record system, including the transfer to the SEA of the most current enrollment, withdrawal, educational skills information system, and health information available for the children served.

The 1982-83 Evaluation Data Collection Instrument requested comments about the Migrant Student Transfer System in regard to the educational and medical records. Both the Regular-term and the Summer-term teachers provided comments which are summarized as follows:

Educational Records

Regular-term teachers evaluated these in various ways:

- school histories aided in home-base continuity of programming
- new forms are easier to interpret, but Test Data is often missing
- most valuable for currently Migratory student placement
- valuable for preparing supplemental, individualized instruction plans
- mathematic skills used in student placement
- little information contained on records
- late school arrival of records; incomplete, outdated data
- would like to have the MSRTS/Computer Assisted Placement in Reading (CAPR) on records.

Summer-term teachers reported that students' records arrived very late during the project and that full utilization was greatly hindered by this delay (at 75% of the projects) in classroom receipt of records. Five projects reported positive evaluations for the new, easy-to-read format and content-usefulness in planning and preparing individualized instruction. In general, educational records need to arrive in classrooms much earlier in order for teachers to fully use the data as intended.

Health Records

Regular-term users were largely positive in evaluating the new health records. While more updating from previous encounters needs to be encoded and printed, users found records valuable for identifying health problems, previous health providers, family health histories, and being alerted to unusual student health conditions. The new use of International Classification of Diseases (ICD)

codes of the World Health Organization has greatly standardized reporting by school health personnel and non-school health provider agency personnel.

Summer-term users found records very helpful or of some value. The use of one-time Health Data Entry Forms (rather than the actual record) was positively evaluated by some users.

Interagency Cooperation – In Wisconsin, the Department of Public Instruction administered P.L. 97-35, ECIA Chapter 1 Migrant, and coordinated it with other federal programs, such as regular Chapter 1; Section 303, Title III of the Comprehensive Employment and Training Act; School Lunch Program from USDA; Title IV, Section 329 of the Public Health Service Act (Migrant Health Program); Migrant Head Start Program of the Office of Administration for Children Youth and Families; and Title IV, Section 418A, P.L. 96-374, of the Higher Education Act (HEP/CAMP).

Chapter 9

Innovative Educational Projects

The Migrant Education Directors/Evaluators included in their self-evaluation report for 1983-84 some new approaches utilized in educating Migrant children. The verbatim comments are non-inclusive but are separated by Summer and Regular School Year.

Summer

- Micro computers were used to supplement the needed drill and practice in mathematics skills. The children maintained a daily diary of the summer's activities and effects on them as individuals.

- Swimming instruction was incorporated as an integral part of the total educational program.

- The expanded day received great support from the parents, who were relieved by this additional attention paid to their supervision needs. The increase in school hours permitted the inclusion of instructional areas such as health and swimming. The swimming progam was highly successful, with most students progressing from total nonswimmers to advanced beginners in only four weeks.

- New to our program this year was a physical education curriculum, designed and taught by two full-time physical education instructors. The focus was upon track and field, softball, soccer, and gymnastics, with all students participating daily.

- A career and leisure awareness project was carried out this summer, with community resource persons visiting the school to talk about their careers and their leisure pursuits. The teachers provided lead–in instruction for these visits as well as followup.

- Special art and cooking projects were carried on throughout the program. Highlights were a Mexican meal, cooked and served by the older children, and the construction and flying of kites.

- We used Apple and Radio Shack computers loaned to us. To this, we purchased one additional computer with a printer. We also purchased software in language arts, math, health, science, social studies, and teacher utilities. These were all used administratively and educationally pre-K to six. All students had hands-on experience with the computers daily. The staff progressed from being computer illiterate to enthusiastic. The response from students was the same. The computers were used to supplement education, not just to fill in time gaps or just as an incentive tool. All software and computers were shared with the night teen program, and will be funnelled into the continuing fall migrant program, Chapter 1 education, and regular education.

- Further consideration must be given to the pilot evening program. It was not actually, a secondary program; rather it was a middle and high school program for students who were working in the fields during the day. The implications of this on staff and program must be examined when planning for next year.

- We tried to develop a strong line of communication between districts. We obtained records which helped us with dental and health screening. These records also helped us in grouping and meeting our students' needs.

- We started a basic swimming instruction class. This class helped to develop interest in the students towards school, and also helped to develop good school-community relations in the area.

- Channel 27 News did a report on our program and the migrant community. WHA radio came to our program and interviewed students. The information they gathered will be used in a National Public Radio Broadcast on the Hispanic Culture in America.

- The dentist and hygienist at the Clinic did the best they could, but they had much more work than could be handled. Forty of our students were unfinished in their dental care. If you have any input into this part of migrant services, please try to get a second dentist or provide dental services in the parts of Wisconsin that are sending students to us.

- The school nurse and CPR instructor taught water safety to elementary grades and CPR to grades 6-12.

- We continued several things this summer that I have considered new and innovative in the past – teacher/aide visitation to the camps to visit parents in their homes, visits by the children to the local nursing home to sing and do skits, etc. We also passed up the track meet this year and tried a local "fun day" with more game related activities that the younger children could enjoy, rather than the more competitive track events (We thought this was a good idea, by the way – the children really seemed to enjoy it.).

- Something new for us this year (but not new for other sites) was the addition of a pot-luck dinner in conjunction with our Family Night.

- Again as last year, Migrant students were enrolled in the district's summer school program during the morning for 2 two–hour sessions and then extended day programming for the afternoon.

- The student's day began at 7:00 a.m. After breakfast was served, students were transported to their morning classes.

- The extended day program consisted of lunch at 12:00 noon and then more in-depth programming in oral language, language arts, reading and mathematics until 3:30 p.m. Students also received one hour of swimming instruction three times a week at an indoor pool.

- Although we had fewer students than last year, it was still a good summer. Attendance was very good with some of the students having "perfect attendance." Students made excellent progress as classes were small and more individual help was available for each student.

- Teachers visited the camps every week so that parents could be informed of their children's progress. Meetings were informal and relaxed. Parents also visited their children's classes. They were especially interested in the swimming program. Some of the morning summer school teachers also offered assistance to Migrant mothers particularly in the area of cooking and sewing.

- Two other projects this summer were the Summer Olympics and a fiesta. The Summer Olympics was planned by one of our teachers, complete with starting gun to ribbons. Several events were set up for each age group with each student receiving a "participation" ribbon even if he did not place in the event. The fiesta was held on Sunday afternoon, July 24. Parents visited their children's classrooms and had an opportunity to view their

children's work. In order to facilitate our swimming program, parents and students swam an hour at the city's outdoor pool. Everyone returned with horrendous appetites and the "home cooking" soon disappeared. All of the families attended this event.

- Teacher visitation (or exchange) to other Migrant projects during the course of the summer session was proposed. It will be taken up for consideration for the coming year. It was felt that this would help attain a better understanding of Migrant education in other parts of our state and would very possibly also serve to better coordinate the services we all are offering.

- The language experience based approach has been successful with Migrant students.

- Having transportation available to get to school as well as to provide field trips enabled the staff to plan appropriate experience outside the classroom. These experiences provided a wider base for language development and also built confidence within the children. The variety of materials and equipment available provided the children with interest areas suited to their individual needs. Administrative matters were handled quickly and efficiently. Coordination with the Work Experience Program was excellent for the students; career counseling helped students develop job skills and value work.

- This year a cross-age youth tutoring youth concept was used with grades 6, 7, and 8 tutoring the 3, 4, 5, and 6 year olds. Positive comments were received by all students and teachers involved.

Regular Term

- Our local turkey production plant, where the parents are employed, put on a program of steps in their production. Students were able to see their parents working.

- This year, we have placed a student in the Gifted/Talented Program.

- We used a variety of learning approaches. One of them was Creative Writing such as Sammy Squirrel's Dairy, How I Became a Leaf, and others. The children read their stories in the classroom.

  We learned about vowels through singing.

  We used pantomine to act out sentences.

  We set up learning centers which were teacher-made.

  We chose partners for oral reading.

- One of the activities that has proven very successful in Chapter 1 has been the Children's Fair (Taken from Kenosha's Model Manual.)

  Each year in a centrally located school gymnasium, the Children's Fair takes place. This activity is one of the highlights of the program year. The fair occurs as a natural outgrowth of work and cooperation between teachers, parents, children, and the entire community.

  Each Resource Center has a booth in which student work is displayed. Language experience demonstrations are part of the activities. Community agencies also have booths where representatives explained their involvement with the educational process.

  The spontaneous, informal atmosphere of the Children's Fair serves as a positive reinforcement for children, teachers and parents, while promoting an awareness of the program and encouraging parent involvement and leadership.

- Two innovative and successful aspects of this year's program were the home tutor teaching approach and the bilingual counseling.

- The Migrant Program coordinated its parent involvement activities with the regular Chapter 1 Program. This allowed us to involve more individuals, and to further disseminate information about both of our programs to the local parents in our community.

- The project teacher participated in the Texas State Migrant teacher exchange program in December 1982. This proved to be a very valuable experience for both her and the children. Most of her children were enrolled in Migrant programs and that information sent by the MSRTS system and by regular teachers was being received by those project teachers.

- This year, for the first time, we had a Migrant student go through the referral process for exceptional educational needs. The educational intervention has proven very valuable in this particular case. Referrals of Migrant students and previously been avoided because of the short time element between September and November and because of the bilingual/cultural aspect of testing those children.

- We have been requesting a computer program like CAPR for some time now. We look forward to having Wisconsin adopt this approach.

- Language arts teaching included oral language development, reading readiness skills, decoding skills, and comprehension. Each of the 16 monolingual students were taught English as a second language, for one half hour a day with emphasis on everyday survival language.

- Reading, including readiness, decoding and comprehension, was taught daily for a half hour for each student.

- Supportive tutoring in mathematics was given to all students needing it, including intensive drill on the basic facts and in English mathematics vocabulary.

- Supportive help was given to those monolingual students who needed help in science and social studies.

- Recruiting students for the Migrant program as they enroll in regular school.

- Without doubt the most effective feature of the program was informal, but intensive, social-educational contacts with the children. Teachers have made themselves available as community hostesses and educational resources to all the Migrant children and their families. They have planned after school and weekend activities for the children, which range from special tutoring and recreation to the employment of teenagers for short term jobs such as raking leaves or window washing. The children have showed a willingness to be much more productive in school because of the attractive out-of-school activities and staff–family friendships have formed and deepened because of these same activities. Since most of the children have grown to trust the staff totally, the staff is much more effective in counseling them and has a better grasp of their motivational systems. Additionally, our children have had a broader exposure to English, as the staff insists that all communication be in English.

- For the non-English speaking first graders the staff has set up a play corner which involves a little store, a beauty shop, and a fashion center. After structured lessons, the staff usually plays with the children to develop skills in spoken English. The children are fascinated with this activity, and staff feels it has been of educational and social value.

- Two all day field trips were taken during school days to the farm home of Miss King, where the children acquainted themselves with farm animals, learned the routine of the Christmas tree farm, cooked their own meals, went on nature hikes, and played a variety of games. Aspects of all school subjects received emphasis during these days. It appears that these trips had a positive impact upon the parents, since all parents have gone out of their way to mention to the staff that they felt it was a wonderful day for their children.

- The staff has converted the book Mi Diccionario Ilustrado into a program for the Language Master, with all the vocabulary and language concepts being placed, with pictures, on Language Master Cards. The non-English speaking children have made exceptional progress in the area of spoken English through the use of these cards.

- The Spanish department at the University of Wisconsin conducted a tutoring project under which volunteer Spanish students paired themselves with Migrant students from the Wild Rose program. The staff held an inservice for the student volunteers and their supervisors, wherein they:
  (1) recommended specific children for tutoring,
  (2) outlined instructional plans,
  (3) sensitized the group to the migrant culture.

Appendices

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
PROJECT EVALUATION - CHAPTER 1 MIGRANT EDUCATION
P.L. 97-35
PI-1739 (Rev. 10-82)

INSTRUCTIONS: Retain one copy and submit the original within thirty days after the project ends to:

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
ECIA CHAPTER 1 EVALUATION OFFICE
125 SOUTH WEBSTER STREET
P. O. BOX 7841
MADISON, WISCONSIN 53707

Name of Applicant Agency		
Street Address		
City	ZIP	

Name of Project City	School Year	Project Type *Check one*	Project Number(s)	Approved Budget
	'82 - '83	☐ Regular Term ☐ Summer Term		$

Person Completing Evaluation	Telephone or Address of Contact Person After Project Closes

I. PROJECT DURATION

No. of Project Hours per Day	Total No. of Days Project Operated	Date Classes Began *Mo./Day/Yr.*	Date Classes Ended *Mo./Day/Yr.*

II. STUDENT PARTICIPANTS

Identify each participant only once

No. Migrant Status	Day Care	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Unclassified	TOTAL
1. Interstate																	
2. Intrastate																	
3. Formerly																	
TOTAL																	

Grade Level

Estimated No. of Migrant Camps Where Students Were Recruited	Estimated Average Daily Attendance (ADA) of Student Participants	Highest Daily Attendance of Student Participants

If the project served fewer migrant students than your application estimated, briefly explain why.

III. STAFF UTILIZATION

POSITION	No. Employes*	FTE**	No.Biling.Eng./Span.
Site Coordinator (Admin.)			
Supervisor			
Teacher			
Aide			
Clerical			
Recruiter			
Community Liaison			
Nurse			
Food Service			
Transportation			
Other *Specify*			
TOTAL			

*Actual no. of employes, i.e., head count.

**FTE (Full-time Equivalency) – Compute to the nearest tenth:

$$\text{FTE} = \frac{\text{Hours per week spent on Migrant Educ.}}{\text{Hours per week considered full-time}}$$

Average TEACHER to PUPIL ratio in project

ADA of Students Served
÷ no. of TEACHERS 1: ____

Average TEACHER/AIDE to PUPIL ratio in project

ADA of Students Served
÷ no. of TEACHERS & AIDES 1: ____

IV. STAFF INSERVICE

Enter the number of staff members who received local inservice. Do not include DPI - provided training.

ADMINISTRATIVE AND INSTRUCTIONAL		SUPPORTIVE SERVICE	
No. of Staff Member Participants	Total Hours of Local INSERVICE SESSIONS *Round to nearest whole hour*	No. of Staff Member Participants	Total Hours of Local INSERVICE SESSIONS *Round to nearest whole hour*

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V. CONSULTATION WITH PARENTS AND TEACHERS

Indicate the number of Parents and Teachers active in meaningful consultations directed toward the project's design and implementation.

ACTIVITY	Parents	Teachers	ACTIVITY	Parents	Teachers	ACTIVITY	Parents	Teachers
Parent Advisory Council			Representative at SEA Meeting			Volunteered or Paid as Staff		
Classroom Program Visits			Open House			Other *Specify*		
Field Trip Supervision			Migrant Camp or Family Visit			Other *Specify*		
Unduplicated Number of Consulting Parents			Unduplicated Number of Consulting Teachers			Estimated Number of Consultation Activities		

VI. DISSEMINATION

Check methods used to disseminate information regarding the project.

- ☐ Local Newspaper Articles
- ☐ Brochures, Pamphlets, Newsletters
- ☐ Local TV and Radio
- ☐ Communication with Parents
- ☐ Reports to Local School Board
- ☐ Discussion with Other Migrant Staff at SEA - Sponsored Meetings
- ☐ Informing SEA Circulating Staff
- ☐ Visits to Other Projects
- ☐ Discussion with Other Interested Groups or Individuals
- ☐ Other *Specify*

VII. COORDINATION WITH OTHER PROGRAMS

Identify any Federal, State, Local or private programs or agencies which provided assistance to the migrant population served by the project.

Instruction Other Than Chapter 1 Migrant	Youth Employment	Day Care	Health	Nutrition

VIII. SUPPORTIVE SERVICES

Indicate the number of children who received the following services.

Supportive Services	Number	Health Services	Number of Screenings	Number of Treatments
Food *Check meals served:* ☐ Breakfast ☐ Lunch ☐ Snack ☐ Other *Specify*		Physical Examination		
		Vision		
Transportation		Hearing		
Other *Specify*		Immunization/Immunization History		
Other *Specify*		Dental		

IX. MIGRANT STUDENT RECORD TRANSFER SYSTEM

Comment on the Migrant Student Record Transfer System (MSRTS) in regard to:

a. the educational records:

b. the medical records:

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IX. MIGRANT STUDENT RECORD TRANSFER SYSTEM (Continued)

HIGH SCHOOL GRADUATES DURING PROJECT (FOR MSRTS REPORTING)

List project - identified students who graduated from high school, even if they did not receive Chapter 1 migrant education services.

Name *Last, First*	Exact Date of Graduation	Comments

X. STATE EDUCATIONAL AGENCY (SEA) ASSISTANCE

Check the type of assistance provided by the Chapter 1 SEA regarding migrant education.

- ☐ Developing Project Application
- ☐ Planning Project Activities
- ☐ Completing SEA Forms
- ☐ Inservice
- ☐ Project Visitation
- ☐ Clarifying Guidelines
- ☐ Developing Evaluation Systems
- ☐ Identifying Local Migrant Populations
- ☐ Written Communication
- ☐ Telephone Communication

XI. INSTRUCTIONAL ACTIVITIES

Indicate the number of participants receiving *classroom* instruction and those meeting success. Criterion for success is one month of growth for one month of instruction. Enter number of participants *above* the broken rule and number successful *below* the broken rule.

INSTRUCTIONAL ACTIVITY / No. of Participants (P) / No. Successful (S)	AGE LEVEL 3-5*	6-8	9-10	11-12	13-14	15-16	17-18	TOTAL
Mathematics — P / S								
English/Lang. Arts/ Reading — P / S								
Spanish/Lang.Arts/ Reading — P / S								
English Oral Language — P / S								
Science — P / S								
Social Studies — P / S								
Cultural Development/ Self Image — P / S								
Physical Education — P / S								
Career Education — P / S								
Health/Nutrition — P / S								
Fine Arts — P / S								
Practical Arts/ Survival Skills — P / S								
Music/Dance — P / S								
Other *Specify* — P / S								
Other *Specify* — P / S								

*Include readiness skills in applicable activity categories.

Comments:

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XI. INSTRUCTIONAL ACTIVITIES (Continued)

For each instructional activity on page 3, list the instrument(s) used to determine pupil progress. (List language proficiency instrument(s) used in Section XII, below.)

INSTRUCTIONAL ACTIVITY	INSTRUMENT *Specify names of commercially-prepared instruments. Briefly describe local instruments, e.g., teacher-made checklist of primary language skills.*

XII. STUDENT LANGUAGE PROFICIENCY SUMMARY DATA

LANGUAGE PROFICIENCY CATEGORY	NAME OF INSTRUMENT and/or Description of Assessment Method	Number of Students by Category
Spanish Monolingual		
Spanish Dominant/Bilingual		
Spanish-English Balanced/Bilingual		
English Dominant/Bilingual		
English Monolingual		
TOTAL STUDENTS *(Equals the number of children served by project)*		

XIII. PROJECT REVIEW AND CRITIQUE

Rate the project by checking (√) level of satisfaction in the areas listed. Use additional sheets if needed for narrative.

1 = Not Satisfied 2 = Satisfied 3 = Very Satisfied

AREA	1	2	3	AREA	1	2	3
Student Recruitment				Equipment/Materials			
Parent and Teacher Consultation				Evaluation Procedures			
Staff Training				Facilities			
Student Needs Assessment				Health Services			
Program Objectives				Food Services			
Transportation				Instructional Services			

XIV. INNOVATIVE EDUCATIONAL PROJECTS

Use additional sheets if necessary to describe any outstanding activities in the project that include new approaches in educating migrant children (those activities effective in realizing objectives and that would prove valuable as models for other migrant projects.)

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APPENDIX B

STATE SUPERINTENDENT'S ADVISORY COUNCIL ON MIGRANT EDUCATION

RECOGNITION DINNER – JUNE 23, 1983

COMMENCEMENT ADDRESS BY: Noé M. Musquiz

Tonight you will, very deservingly, be getting praises and acknowledgements in recognition of your personal and academic achievements. I would like to take time out to reflect on the past and give you and your family an understanding of the historical significance behind your accomplishments and hopefully this will help you understand why the public and private sectors pay tribute to you. Today, you as a group, are the beneficiaries of a long and unending educational struggle. Throughout the U.S.A. the educational needs of the Spanish-speaking have been tragically and woefully inadequate, with the reasons being multi-factorial and generally buried deep within the past.

Since the signing of the Treaty of Guadalupe Hidalgo, February 2, 1848, which brought an end to the war with Mexico and gave birth to the Mexican-American – a group of people who though being Mexican and American have never been totally Mexican or American. Since the signing of that historical document, it was written into Law that the Spanish-speaking would enjoy all civil and cultural rights dictated by their new international status. Under Articles 8 and 9 of the Treaty of Guadalupe Hidalgo, it is stated that Mexican-americans will have protection of their civil, political and religious rights. Under these Articles, it is also guaranteed that there will be protection under the Constitution and all subsequent legislation – including the right to an education suited to the distinct cultural and linguistic needs of our people.

Since the early days, it has been seen, recognized, and documented that the educational systems, as they pertain to the Spanish-speaking have been different, but not necessarily with good intentions or results. Immediately following the war with Mexico, when so many of our people remained in the Southwest, one was hard pressed to find Spanish surnamed pupils in the Public School rolls. Mexican children were discouraged from attending, through the failure to provide them with the proper instruction; thus they were forced to remain out of school. That was the genesis of the first generation of Chicano High School drop–outs and flunk–outs of today. But also from those very early times, our parents, always having our best interest at heart, have struggled and endured through many obstacles on our behalf. They have always been cognitive that the coming of "the Age of Public Education for all" in America, was more correctly, "for all children except the Spanish-speaking."

Historically:

In 1855, the Bureau of Public Instruction in California ordered that all schools must teach exclusively in English. In Los Angeles, where 500 Hispanic students were enrolled, the parents organized to establish the first bilingual instructional program to help their children through the transitional period. Unfortunately, "funding" was not available for this novel idea and soon it died; but this was the birth of Bilingual Education and of Educational Segregation.

Court Rooms:

Segregation in the Public Schools, for Hispanics, was even more widespread prior to 1947, when the practice was challenged in the courtrooms. As early as 1930, suits were brought against various school districts. But despite favorable rulings by the courts, Mexican-Americans continued to be deprived of their rights for equal education. Int he decades that followed, our forefathers won various lawsuits against school districts in Texas, Arizona, Colorado, New Mexico, and California. On January 11, 1957, in the case of Hernandez-vs-Driscall, the Texas practice that all Mexican

descendants repeat the first grade, came to an end. This practice had been based entirely on race without consideration of the educational merits or achievements of the individual student. In 1970, in the case of Cicneros-vs-Corpus Christi Independent School District, the young attorney, James de Anda, challenged that there had never been a statute or law against Mexicans, and that it was only by custom or interpretation of law that we were segregated. Federal Judge Woodrow Seals held that Mexican-Americans were an identifiable ethnic minority in the U.S.A., with distinct recognizable physical characteristics, language, culture, predominant religion, and Spanish surnames. This case not only defined – legally – the Mexican-American as an ethnic minority but also put an end to the practice of many school districts to use the Mexican-American as a buffer for non-compliance with the 1954 Brown-vs-The School Board, that outlawed segregation. It also put a stop to the school districts alibai that since Mexicans were white, they could not be discriminated against. In addition, only until a few years back did it stop being a criminal offense (in Texas) for school instructors, administrators or other school employees, to talk to a Spanish-speaking student in any other language but English. Most recently the state of Texas has been in litigation over the educational rights of children of illegal aliens.

In summary – the legal system is marked with many historic judicial milestones that were supposed to advance the educational process – unfortunately, the implementation of these many gains has been very slow.

Schools:

But those have been Judicial fights in the past. What about the schools themselves?

Understanding the history of education, form a Chicano prospective, it is not surprising nor perplexing to understand what Dr. Niel V. Sullivan has been advocating for years. Dr. Sullivan is one of the foremost educators, and he has been advocating that "the best solution to the problem besetting Chicanos, is to close down the public schools because they have stopped being places of learning and have become schools of oppression." For generation after generation the school systems have been responsible for the psychological mutilation and systemic destruction of the human potential of Latino children. Throughtout every state, the dropout rates for Hispanics are freighteningly high; and even for many who have stayed and finished – competency testing has proven them to have a substandard education. Why? Many would have us believe that it is the student, our child, who has failed. When in reality this failure is a reflection of how the American society has rejected, mistreated, and misunderstood the Hispanic student; this is nothing less than intellectual genocide.

But how is it that the schools have been allowed to destroy the human potential of so many generations of Hispanics? It's because schools are a microcosm of the American society with all its racist's attitude. The schools and the personnel who staff them are basically conservative and tolerant of institutionalized racism. Because of these attitudes, until a few years back, the Spanish-speaking were destined to fill the lower paying, less prestigious jobs – those which required the least amount of education; to understand and take orders from El Patroncito. And as long as schools were meeting this requirement, society viewed the schools as doing a good job preparing Hispanics for a useful role in society.

Personal:

But what about you? What have you had to endure? If you have had to experience what many of us had to endure, then it is a real tribute to your perceverance and humanism. The Hispanic educational experience is such that from the very start you have had to endure a society and an institution that has looked at your culture, your name, your accent, your intelligence, and everything about you as inferior. Many of you have had your names changed – Maria to Mary, Juan to Johnny, Jesús to Jesse, etc., etc. This wad done inspite of the work done by Dr. Thomas Carter, Psychologist, that has shown

that a young person's name is very near the core of his personality, and that when a child's name is changed, something essential to the human person is tampered with. Other bicultural children are not subjected to this – no school official would think of changing Jean Claude's or Hans Klammer's name or accent, or to think of them as inferior.

And how many times have you had to listen to "Speak English, you're in the United States." Or how many times have you been embarassed with "Don't you have any respect?" – all because there might be one among so many Spanish-speaking who does not speak it. Why though, is it that the same "respect" is not granted our parents in such gatherings as PTA's, even when the Spanish-speaking parents form the majority of such meetings?

You have, further, had to endure teachers who considered bilingualism a problem and detremental to your intellect and teachability. Many of these teachers were also biased by their own education to consider you inferior. An inferiority that the overt racist attributes to innate stupidity and which the open-minded attributes to laziness, or apathy, produced by our culture. None of them ever admitting that it was their own ignorant, narrow perceptions and lack of skills that caused many of our Raza to fail. Many prefer to blame you, the student, or the culture rather than look critically and professionally at themselves and their institutions. You have had to overcome the bleak reality that for Latinos, the school experience is totally irrelevant to life, job, income, or Latinos, the school experience is totally irrelevant to life, job, income, or status. You have been persistant in your endeavors despite the fact that for you there are no guarantees, regardless of the amount or specialization of your future education. Therefore, tonight you should recognize that you have endured the intolerance, discrimination, and pessimism directed against LaRaza. It is this that we so proudly acknowledge today. Congratulations.

Future:

And now what? What is in store in your future, expecially in the education field? Like our parents, and their parents before that, you must continue the struggle for the betterment of future generations of Raza:

It is up to you to go and rewrite the history books so that when courageous events are discussed, your children can stand up with pride and discuss the significance of "Los Niños Héroes de Chapultepec."

You must also go forth and make educational institutions responsible and not allow them to continue to blame the student rather than the school.

You must see to it that the dispensation of funds is appropriately distributed and directed to meet the eudcational needs of LaRaza.

You must also be the driving force to do away with the unimaginative, counter-productive, destructive programs with their underlying premise of "Change the Child to fit school."

You must lead the way towards a cultural democracy which honors, properly understands, and appreciates the brown culture, language, and values, with all its complexities.

Our children must be given the opportunities to choose between two cultures, or to choose both at once.

It is up to you to demonstrate that a worthwhile, contributing member of society is attainable without the stripping of his/her personaility, name language, or ethnicity.

Lastly, it is up to you to demand an answer as to why there are more Spanish-speaking prisoners within the penal system presently than the number of Latinos in the graduate schools of Wisconsin. Why can be found for incarceration but not for education?

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